

# Kentucky Department of Education

## Initiatives to Further the P-16 Agenda

### Dual Credit

- KDE is facilitating the creation of **dual credit agreements** between local school systems and postsecondary institutions in several areas of the state as a means to 1) support the successful transition from high school to postsecondary learning and 2) to provide alternative learning environments for students at risk of drop out. Staff work with local partnerships to facilitate implementation of performance based credit plans, retention of ADA at the local level for dual credit student, cost sharing to support tuition and fees, and use of dual credit to fulfill the needs of individual students as expressed in the IGP.
- The KDE has worked with KHEAA to expand the **Mary Jo Young Scholarship Program** to include dual credit courses, with priority given to low income and minority applicants.
- The KDE supports the adoption of a **comprehensive P16 dual credit policy** to ensure equitable access to high quality credit-based transition programs.

### Affordability of Postsecondary Study

- At the request of CPE, KDE secured the participation of 1,913 seniors among twelve high schools in a **survey on the Affordability of Postsecondary Education**. Results of the national survey, conducted by the Educational Policy Institute will be released soon and used to inform state and local activities that promote college going.
- KDE promotes **Advanced Placement** as a means to reduce the cost of a college degree through online access, professional development for teachers to increase student success, and initiatives to increase the number of low income and minority students in AP courses.
- **KEES** is being examined for the purpose of identifying changes that would create stronger incentives for students to take more rigorous courses in high school. More rigorous course taking increases the likelihood that a student will be able to transition to college successfully and maintain the GPA that allows him/her to take maximum advantage of a KEES award.
- KDE promotes **articulation agreements** between local school systems and postsecondary institutions, which can decrease the time and cost to diploma.
- KDE collaborates with GEAR UP, Kentucky Scholars, Go Higher and other programs that provide **awareness** about the affordability of postsecondary education.

### Rigorous Curriculum

- Based on national standards and ADP benchmarks, KDE has reorganized the **core content for assessment** to more clearly articulate what students should know and be able to do. The new schema focuses learning on depth of knowledge so that students apply knowledge from multiple disciplines to solve problems of a complex nature.
- KDE will make a recommendation in October to the KBE on changes that may be needed in **high school graduation requirements**. The program of studies will be revised to reflect those changes and may be expanded to more clearly

articulate pathways through the continuum of learning that lead to college and work readiness upon graduation.

- A web-enabled **individual graduation plan** is being made available to schools in the 2005/06 school year. Through policy and professional development, the KDE will take steps to ensure that schools, students and families use the IGP to plan a rigorous course of study that prepares a student to transition successfully from middle to high and from high school to postsecondary learning and work. New measures of student and school accountability related to the IGP are under discussion.
- **Formative and summative assessments** are being developed for Mathematics, Science and Language Arts. A statewide mathematics summit will be held November 17<sup>th</sup> to begin the process of releasing these assessments to the field and preparing schools for their effective use.
- Teaching Tools continue to be released through the KDE website. These **instructional resources** provide model units of study, curriculum maps, classroom assessments, rubrics and related examples of student work to support teachers in providing both rigor and relevance in the classroom.
- Over the next two years, the **Kentucky Instructional Data System (KIDS)** will integrate the resources currently available in Teaching Tools within a vastly expanded teaching and learning knowledge management portal. KIDS will become educator, student, parent and researcher access point and delivery mechanism for data and information sharing.
- The KDE is collaborating with the **University of Kentucky Institute for Educational Assessment** to support teachers in the appropriate use of formative classroom assessments to diagnose student needs and develop appropriate instructional responses.

### Student Data System

- A Request for Proposal for the **Student and School Management System** is under development and will be released this Fall. Extensive requirements analysis is underway, which includes needs related to P16 data sharing.
- The **unique student identifier** has been piloted. Full implementation is underway in September 2005. This will enable the ability to understand student progress over time and to better evaluate the impact of programs and strategies, (e.g., Go Higher, AP and dual credit course-taking, Kentucky Scholars) on student achievement and successful transition from high school.
- The web-enabled IGP (see above) will interface with the new student data system and **Go Higher**, which will make it more feasible to consider the use of the IGP in postsecondary admissions and placement.
- The KDE has applied for a \$6M federal grant to implement KIDS (see above) as a **longitudinal data tracking system**.

### Teacher Quality

- The **Future Educators of America Initiative Dual Credit Agreement** and Kentucky's 2+2 Teacher Prep Partnership are initiatives designed to recruit potential highly qualified educators for Kentucky's schools. The Dual Credit Agreement is designed to offer a seamless path for Kentucky's future teachers through an expense-free education course offered at selected high schools that may be applied for college credit.

- Collaborating with Kentucky's state-supported institutions of higher education, the KDE provides eligible in-state students **scholarships** of up to \$5,000 per year towards initial teacher certification. The programs offered are distributed by the Kentucky Higher Education Assistance Authority. Applicants must demonstrate financial need to qualify for a KHEAA Teacher Scholarship. Scholarship recipients must teach one semester in Kentucky for each semester they receive the scholarship. Teachers in critical shortage areas will have promissory notes for two semesters canceled for every semester they teach in Kentucky.
- In an effort to increase awareness of the most needed content areas for the availability of teachers, the Kentucky Department of Education has identified the programs to recruit and retain highly qualified teachers in our **critical shortage areas**. The Kentucky General Assembly enacted alternative routes to teacher and administrator certification for persons who have demonstrated exceptional work and/or educational experiences. Alternative Routes to Certification is a university or district-directed initiative that prepares degreed individuals for managing a teacher certification program and becoming a certified educator. This program provides non-traditional students an alternative certification route while acknowledging their intellect, maturity/motivation and prior college experiences.
- Kentucky's aspiration to provide every classroom with a highly qualified teacher offers an **alternative certification** program for mid-career and recent college graduates wanting to become teachers. Through a grant from the United States Department of Education, Kentucky is partnering with three universities and with eight high-poverty and high-needs school districts to provide teachers who will meet the highly qualified requirements of the No Child Left Behind Act. Transition to Teaching provides three years of coaching for the project participants as well as a \$5,000 stipend while they complete their university coursework leading to Kentucky teacher certification.
- The **Administrative Leadership Institute (ALI)** recruits minorities into principal positions. The initiative began in 1998 at Western Kentucky University; a similar program for counselors began at the University of Louisville in 2002. Eighty-three candidates have completed the principals' program; there are 74 active certifications for African Americans, with 15 principals, 14 assistant principals, 9 central office administrators, 2 deans, 7 counselors and 2 superintendents practicing in the state.
- The **Minority Superintendent Internship Program (MSIP)** pairs African American candidates with superintendents in Kentucky school districts. Currently, Kentucky school districts have employed two African American school superintendents, both former participants of MSIP. KDE is currently placing interns for 2005-2006 internships.
- The **Kentucky Educator Placement Service (KEPS)** is dedicated to helping job applicants and school districts save time, money and ease frustration by using KEPS' state-of-the-art job application system.† Current openings can be matched with potential applicants and applicants receive information through automatic e-mail services.